EARLY CHILDHOOD TEACHER

POSITION DESCRIPTION

REHOBOTH CHRISTIAN COLLEGE

IMAGE: KENWICK PRIMARY 2022

REHOBOTH

SOLI DEO GLORIA

OUR VISION

To engage the whole child to think, respond, and live with excellence for the glory of God alone.

OUR MISSION

Rehoboth exists as an extension of the Christian home, partnering with parents as a covenant community to support them in their task of nurturing and educating their children to equip them for all of life.

OUR PURPOSE

We believe that it is our purpose as educators and parents to orient our students Biblically toward the knowledge of God, the Gospel, humanity and all of God's creation, so that they would seek His will, see things as He sees them, and engage with and influence the culture in which they live. We believe that the Christian school must partner with parents and churches to develop the whole child (i.e. their spiritual, moral, academic, personal, and social growth), to inspire them to excel, to be intolerant of mediocrity, and to make wise choices. Such an education is distinctly Christian in its character, intentions, and outworking.

POSITION DESCRIPTION – TEACHING STAFF

Early Childhood Teacher

CONTENTS

1. Position Summary 4
2. Introduction 4
3. Strategic Goals of the College 5
4. General Expectations 6
5. The Learning Environment 8
6. Curriculum 9
7. Professional Development 9
8. Assessment, Evaluation and Reporting 10
9. Interpersonal Relationships 11
10. General Terms and Conditions 11
11. Intellectual Property 11
12. TRB Registration 12
13. Criminal History and Working with Children Check 12
14. Health 13
15. Right to Work in Australia 13
16. Performance Evaluation 13
17. Appointment and Commencement 13
18. Applications and Closing Date 13
19. Acknowledgement 14

© Association for Christian Education Inc
Operating Rehoboth Christian College

1. POSITION SUMMARY

Title:	Teacher
Responsible to:	Principal
FTE:	Full-Time
Description:	A teacher at Rehoboth is considered a Christian educational professional and performs teaching and associated pastoral care duties in and out of the classroom. Teachers works closely with colleagues to develop and implement innovative learning programs that satisfy Australian Curriculum standards. A teacher is able to demonstrate an interest in implementing innovative teaching and learning principles in the classroom. An Early Childhood Teacher will be one able to demonstrate an interest in implementing inquiry-based learning and EYLF principles in the classroom.

2. INTRODUCTION

Rehoboth Christian College seeks to provide a learning environment in which all students are protected from harm and places the highest possible priority upon the safety and nurture of young people. The College expects all stakeholders to espouse this approach and to be aware of the Child Safe Framework, accessible from the College website.

Founded in 1959, the Association for Christian Education opened Rehoboth Christian College in 1966 to serve Christian families through the provision of Christ-centred schooling. The Association is made up of members who elect a Board; the Board in turn has appointed a Chief Executive Officer to be its representative.

The Association currently operates three schools across two campuses in the southern suburbs of Perth. The campuses are located at Wilson (Kindergarten to Year 6) and Kenwick (Kindergarten to Year 12) with the Secondary School offering ATAR, Wholly School Assessed and Vocational pathways.

We view the Christian curriculum as a total package of all learning and shaping experiences in which our children are involved. It includes the work of the home, school, and church in a distinct three-way partnership. We encourage our students to examine the world and their role in it from a Christian perspective. This permeates interpretations, viewpoints, meanings, attitudes, values, contexts for understanding and more to comprise a holistic Christian worldview.

Students examine important foundational aspects of the Christian faith (Creation, Fall, Redemption and Restoration) and are taught to view the Bible as the Word of God which is completely trustworthy and reliable. Regular devotions, prayer, and Bible study are an integral part of College life, and we aim to lead our students to a point where they personally desire to think with the mind of Christ.

Rehoboth has a justified reputation for developing and delivering a distinct Christ-centred education, and for encouraging and guiding students in discovering their individual gifting and the path God has prepared for them (Ephesians 2:8-10). It is therefore essential that management of the College be committed to providing Biblically based leadership in a manner consistent with the College's Christian values and ethos.

A whole-College approach, where students' educational journeys have a clear and purposeful K-12 plan, is integral to the College's educational philosophy. As such, the leadership and management of the College ought to be conducted within the framework of "three schools, two campuses, one college". This model emphasises significant participation in the activities of the Senior Leadership Team, which is led by the CEO.

3 SCHOOLS | 2 CAMPUSES | 1 COLLEGE

Rehoboth promotes a unified College, with a singular vision and mission. Educational programs are mirrored at both our Wilson and Kenwick campuses and staff are committed to whole-College planning across all aspects of teaching and learning.

3. STRATEGIC GOALS OF THE COLLEGE

As detailed in our **AXIOM23 Strategic Plan**, we plan to make four areas our priority over the period 2020-2023 (see sidebar). The College aims to employ teachers who can cogently demonstrate their alignment with these strategic goals and have experience with, or are determined to embrace, their implementation.

AXIOM23 STRATEGIC PRIORITIES

These are the initiatives we believe are best suited to drive the change necessary to achieve the vision for the Rehoboth of 2023. Each is driven by Rehoboth's Christian ethos and shaped by our Christian heritage.

1. *Thinking Christianly: Biblical Literacy as Curriculum Foundation*
2. *Teaching Christianly: Re-Orienting Pedagogy and Classroom Practice*
3. *Responding Christianly: Discovering Gifting and Calling*
4. *Living Christianly: Student Care, Development, and Preparation*

The College uses the SEQTA Learning Management System. The incumbent will be required to use this application in various ways. Greater use of technology – for example, the use of SEQTA learn, flipped classroom lesson delivery, and use of cloud technologies – are now a growing feature of teaching and learning at the College.

Underpinning these priorities is our purpose at Rehoboth, to develop and deliver distinctly Christian educational programs. It follows that such an education should be shaping students of distinctly Christian character.

Our call to students, therefore, is to be distinct – to develop and deepen their Christian identity and character during their time at Rehoboth. It is a call for students to engage with and take responsibility for their learning, to use the opportunities presented to them to discover the gifts and calling God has placed on their lives, to see Christ as worthy of their best, and to take their place as young men and women of outstanding character and citizenship.

It has always been our goal that students would graduate with a distinctly 'Rehoboth' character, one that considers the whole child's spiritual, emotional, social, and physical development without compromising on academic rigour. At the same time, we recognise that each student is unique and will excel in some areas of the Learner Profile over others; this is the nature of the gifts and talents God has bestowed on them. Our aim is to nurture the five areas that are fundamental to the development of the whole child in age-appropriate ways according to their abilities, gifting, and calling.

Here are the characteristics we seek to develop in our students:

4. GENERAL EXPECTATIONS

A Teacher at Rehoboth would choose to be regarded as a Christian educational professional. This description would be reflected in the incumbent's relationship with God, as well as with students, parents, colleagues, and with self.

As Rehoboth is dedicated to implementing a biblically-integrated curriculum, with a commitment to excellence and training in a thoroughly Christian worldview, the incumbent is expected to unreservedly espouse this approach, and to maintain and advance it with competence and verve.

Applicants should be active committed Christians, preferably of the conservative evangelical and reformed persuasion. All teaching staff are required to ascent to the doctrinal position of the Association and should have read and be able to observe the Westminster Confession of Faith or the Three Forms of Unity. A Teacher in particular must be able to uphold these doctrines which are foundational to the College. The successful candidate will also be actively involved in the life of the church, strongly committed to Christian education, and possess excellent communication and leadership qualities.

At Rehoboth, a Teacher should:

a) display an exemplary Christian lifestyle which should include regular attendance at worship services and a general involvement in the life of the church;

b) be an active member of the Teacher's Registration Board (TRB) and hold a valid Working with Children Check (WWCC);

c) be actively involved in the general life of the College, including where appropriate co-curricular activities, and promote the totality of the educational experiences offered at the College – spiritual, social, cultural, aesthetic, physical, and epistemological.

d) support the policies, aims, and strategic planning goals of the Board of the Association for Christian Education (ACE);

e) be conversant with, and actively support, all College and ACE policies, including the Westminster Confession of Faith;

f) demonstrate in all dealings with students a support of College rules and procedures;

g) attend all lessons (unless prior arrangements have been made) and be punctual to all classes;

h) assume pastoral care responsibilities in any role within the College, be it classroom teacher, tutor, sporting coach, activities coordinator, or in some other aspect of the range of experiences that bring staff and students together;

i) act as a conduit between parents and the College when assuming the role of classroom teacher;

j) be punctual for all rostered days of work;

k) where appropriate, attend: staff devotions, staff prayer meetings, staff meetings, assemblies, ACE meetings (such as the March and October General Meetings), graduation/award nights, concerts, and other key activities and events on the College calendar;

l) carry out extra duties as required by the supervisor from time to time;

m) carry out those administrative classroom requirements that are essential to the smooth operation of the College;

n) adhere to the specific requirements of a department within the College, or of the College in general;

o) dress to an exemplary standard suited to the profession.

This position description is meant to describe the general nature and level of work being performed; it is not intended to be construed as an exhaustive list of all responsibilities, duties and skills required for the position.

5. THE LEARNING ENVIRONMENT

A Teacher at Rehoboth should:

a) establish a Christ-centred learning environment which encourages learning within the context of a collaborative venture between student and teacher, as well as amongst students themselves;

b) monitor the ongoing learning task, providing a focus where necessary, and acknowledge the achievement of goals;

c) promote and engage in joint planning and learning experiences that value both the individual and group dimension of learning;

d) provide an environment that is both challenging and supportive for a diverse range of student interests, backgrounds, and abilities;

e) utilise a range of teaching strategies and repertoires which recognise that the spectrum of student learning styles can include individual study, direct learning, and cooperative endeavour, but which meet the curriculum objectives, and are consistent with the overall ethos of the College;

f) encourage students to be efficient stewards of the resources available in the College and the community;

g) be cognisant of special requirements associated with safety and emergency procedures as they relate to the specific subject domains and to the College in general; and

h) share with students the expectation of a code of conduct which permits all students to work productively and to engage the attention of the teacher to facilitate that productivity.

6. CURRICULUM

A Teacher should:

a) develop a course overview which encompasses the curriculum framework promoted by the Department of Education Services, from a Christian (Reformed) world view;

b) plan a consistent and coherent set of learning experiences that are in accord with the mission statement of the College;

c) recognise and employ the student's background knowledge and experience as a resource for the development of classroom episodes;

d) develop a set of techniques that complement the particular curriculum initiatives that are being implemented;

e) establish a sound content and pedagogical knowledge base in all areas of the established curriculum, where knowledge becomes active service in love to God and Neighbour;

f) provide an overview of the curriculum area under study to students so that they have a greater sense of purpose and direction as they progress through their studies; and

g) where possible, or appropriate, negotiate the course with students, giving them a role in making choices and decision, and setting their own goals.

7. PROFESSIONAL DEVELOPMENT

A Teacher at Rehoboth should:

a) contribute to the professional development of other staff by sharing knowledge, ideas, and resources, and by being prepared to invite others to observe classroom practice;

b) endeavour to keep up to date in areas associated with the various roles at Rehoboth, whether they be in the curricular or co-curricular domains of College life;
c) participate in the appraisal schemes that operate within the College;

d) attend nominated professional development days (such as those provided by NICE). Teachers are encouraged to further their Christian professional education qualifications; and

e) avail themselves of the specific PD days which are made available to them in an area of need or interest.

8. ASSESSMENT, EVALUATION AND REPORTING

At Rehoboth a Teacher should:

a) understand, and use fairly, a range of assessment and evaluation techniques and/or instruments;

b) explain assessment criteria to students prior to the course, indicating key terms and promoting the sensible allocation of time and resources by students to meet these assessment expectations;

c) outline the basis for the allocation of grades and/or marks within the assessment scheme;

d) encourage goal-setting, where appropriate, or assist students in the sensible determination of suitable goals;

e) encourage self-evaluation and critical reflection by students on the work they have completed and on the processes that they are using to achieve their goals;

f) identify students in need of further support and make appropriate referrals to the relevant Principal;

g) maintain adequate records of student progress;

h) use a variety of strategies, including, where appropriate, student-teacher evaluation, to determine whether the particular objectives of the course are being achieved, and whether the materials and teaching strategies are effective;

i) communicate with parents in written reports and parent/teacher interviews; and

j) reflect on student learning, establishing strengths and weaknesses, and propose possible courses of action.

9. INTERPERSONAL RELATIONSHIPS

A Teacher at Rehoboth should:

a) seek to establish rapport with students by engaging with them in a variety of situations both within and without the classroom setting;

b) communicate with students in a clear, respectful, and professional manner that models Christ-like behaviour and seeks a similar response;

c) encourage the involvement of students on all aspects of the learning experience;

d) accommodate the uniqueness of each student within the College community;

e) engage in conversations that challenge and motivate students to seek higher levels of involvement in Christian endeavour;

f) maintain professional confidentiality regarding information about students;

g) communicate and work in a Christ-like way with members of staff, and with parents;

h) complement the various teams of teaching and non-teaching staff operating within the College; and

i) participate in staff social functions.

10. GENERAL TERMS AND CONDITIONS

General Terms and Conditions are available under a separate cover.

11. INTELLECTUAL PROPERTY

a) **Intellectual Property** means the legal and moral rights that come into being with the creation of materials, resources, or other works and covers copyright, patents, trademarks etc. Examples of materials or resources created and developed by an Employee that are classified as intellectual property included, but are not limited to:
   i. teaching aids, materials, or resources;
   ii. ACE-specific curriculum and Christian worldview content;
   iii. website and software development;

iv. educational programs;
v. assessments; and
vi. policies, plans, guidelines, work, research, and reports.

b) All Intellectual Property rights with respect to any materials created and developed by the Employee during or after work hours for ACE or using the resources of ACE remain the sole property of ACE.

c) Employees are required to protect and preserve the Intellectual Property rights of ACE and to not share any materials created or developed or receive any payment from a third party for such materials.

d) The College demonstrates ownership of its Intellectual Property by:
   i. the inclusion of the College logo;
   ii. a copyright statement (normally located in the footer of the document).

e) Any materials or resources prepared for ACE by an external source which has been purchased or granted to ACE is the sole property of ACE unless stated otherwise.

f) Employees must ensure that all Intellectual Property created for ACE adhere to the rights of others.

g) ACE cannot give away or assign its Intellectual Property without the approval of the Chief Executive Officer.

h) ACE Intellectual Property is not to be used for private purposes without obtaining written permission from the CEO.

12. TRB REGISTRATION

All teaching staff (excluding Education Assistants) in WA schools, Government and Non-Government, are required to be registered with the Teachers Registration Board. No employment can be confirmed without original registration documents being made available to the Finance Manager before commencing duties. Information regarding TRB registration can be obtained from the website located at: http://www.trb.wa.edu.au.

13. CRIMINAL HISTORY AND WORKING WITH CHILDREN CHECK

The incumbent will be responsible for providing a National Police History Check which is no more than three months old. This must be obtained using the Department of Education and Training application form. Only a clearance obtained from the Department will be accepted. No other State or Federal clearance will be accepted. The form can be obtained from the Department's website:
http://det.wa.edu.au/screening/detcms/navigation/screening-for-criminal-history/

The incumbent will also be responsible for providing a valid Working with Children Check. This must be obtained from an Australia Post outlet, the Business Office or online. More information can be found at the WWCC website: http://www.checkwwc.wa.gov.au/checkwwc.

14. HEALTH

Applicants need to declare any impairment that would interfere with their ability to perform the job for which they have applied.

15. RIGHT TO WORK IN AUSTRALIA

Applicants must show proof that they are legally entitled to be employed in Australia by providing an Australian passport, Australian Citizenship Certificate, or a Permanent Residency Visa.

16. PERFORMANCE EVALUATION

Rehoboth Christian College has a firm commitment to performance evaluation of its personnel, whatever their category and level, through the medium of a formalised system. The primary purpose of such evaluation is to assist personnel in professional development and in achieving the goals of the Association. It is envisaged that a performance evaluation will be undertaken each semester.

17. APPOINTMENT AND COMMENCEMENT

Ideally the successful applicant will be able to commence duties in April 2023. A contract will be negotiated with the successful applicant.

18. APPLICATIONS AND CLOSING DATE

Applications should be addressed to:

Mrs Shané Kingdon
Human Resources Officer

Applications must be completed through our website via the Teaching Staff Application link below and must include the following:

- A Rehoboth Christian College Teaching Staff Application Form (available online at http://rehoboth.wa.edu.au/staff/employment/)
- A comprehensive resume
- A letter of reference from you church pastor/minister
- A copy of your degree, WWCC, and Police Clearance from the Department of Education and Training

Should you have any further questions please do not hesitate to contact the Business Office on 08 9274 9910 or skingdon@rehoboth.wa.edu.au.

The closing date for applications is Thursday 23 February 2023.

19. ACKNOWLEDGEMENT

I have been provided with a copy of this Position Description:

DATE	NAME	SIGNATURE

© Association for Christian Education Inc.
Operating Rehoboth Christian College